



ARIZONA STATE UNIVERSITY  
**ASU GENERAL STUDIES COUNCIL**

MEETING MINUTES  
Thursday, March 29, 2018  
3:15–5:00 p.m.

**Present:** Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Jason Bruner, Martha Caron, Deepak Chhabra, Martha Cocchiarella, Caroline Harrison-Chair, Aaron Hess, Julie Holston, Phyllis Lucie, Manisha Master, Darryl Morrell, Michael Mokwa, Helene Ossipov, Kristen Parrish, April Randall, Brad Ryner, Megan Gorvin Short, Matt Simonton, Michelle Zandieh

**Excused:** Jessica Early, P.F. Lengel, Bertha Manninen, Peter Schmidt, Perla Vargas, Stephen Wirkus

**1. Call to Order**

The meeting was called to order at 3:15 p.m.

**2. Approval of Minutes—March 1, 2018**

The minutes were approved as written.

**3. Announcements**

none

**4. Old Business**

none

**5. New Business**

none

**6. Subcommittee Reports**

A) **Literacy & Critical Inquiry**  
**From ASU:**

**Approved for L designation, effective Fall 2018 (new):**

ENG 494 Literature and Human Rights

FMS 394 Star Wars Universe

REL 307 Approaches to Religion

**Deny for L designation (new):**

ENG 287 Beginning Poetry Workshop

Rationale: The syllabus does not breakdown the percentage of the grade that each assignment accounts for. 100% of the grade is based on writing of some sort, but most of this writing is creative, rather than analytical. In addition to poems, students are asked to write book responses and one-page evaluations of their experiences as students of poetry. These seem to fall into the category of “reflection” and so do not meet Criterion 2; they certainly do not meet Criterion 3 that at least two of the analytical writing assignments must be “substantial in depth, quality and quantity.”

ENG 288 Beginning Fiction Workshop

Rationale: 70% of the grade is based on writing; however, the majority of this writing is creative, rather than analytic and so does not satisfy Criterion 2. The response to peers (10%) and c. 3-page response to craft (15%) might satisfy Criterion 2, but they are not long enough to satisfy Criterion 3, that at least two of the analytical writing assignments must be “substantial in depth, quality, and quantity.”

FSH 204 Social Aspects of Fashion

Rationale: Meets all criteria, save Criterion #, that at least two of the analytical writing assignments must be “substantial in depth, quality, and quantity.” The final 1,500-1,800 word paper certainly counts, but the 2-page (double-space) Fashion Exhibition of Event Review is too brief to fulfill the requirement.

**From MCCCDCD:**

None

**B) Mathematical Studies (MA)/(CS)**

**From ASU:**

**Approved for CS designation, effective Fall 2018 (new/amended):**

SES 130 Coding for Exploration (CS)

**From MCCCDC:**

None

**C) Humanities, Arts & Design (HU)**

**From ASU:**

**Approved for HU designation, effective Fall 2018 (new):**

APH 461 Charles+Ray Eames

ENG 494 Literature and Human Rights

FMS 394 Star Wars Universe

FSH 204 Social Aspects of Fashion

MED 394 Healthcare and Humanities

REL 307 Approaches to Religion

SLC 340 Approaches to International Cinema

SLC/KOR/HEB 494 Emotions Across Languages, Cultures, and History

**Revise and Resubmit for HU designation (new):**

MED 394 Healthcare and Humanities

Rationale: the committee would like to see more detail of what is required of the various assignments in the syllabus, particularly to see how they fit criteria 4 a and/or d. There is an explanation in the checklist, but that is not reflected in the syllabus.

**From MCCCDC:**

**Approved to retain the HU designation (mandatory review):**

HUM 245 Introduction to Holocaust Studies

AI 213/REL 203 American Indian Religions

**D) Social - Behavioral Sciences (SB)**

**From ASU:**

**Approved for SB designation, effective Fall 2018 (new):**

AIS 445 Principles of American Indian Leadership  
ASM 450 Bioarchaeology

**Recommend to revise and resubmit for SB designation (new):**

FSH 204 Social Aspects of Fashion

Rationale: This is an interesting course that has some SB content. For SB approval, the proposal needs to provide further clarification and illustration of the course elements – content, methods and outcomes -- that directly address interactive human behaviors. There are sociological, cultural and critical methods being used, and both social expression and social interpretation are core constructs. Further, some units and chapters appear to align well with SB criteria. Yet, overall, there needs to be more specific evidence that (behavioral) human interactions are the dominant theme of the course.

**From MCCC:**

None

**E) Natural Sciences (SQ/SG)**

**From ASU:**

**Approved for SQ/SG designation, effective Fall 2018 (new):**

BIO 160 Introduction to Anatomy and Physiology (SQ)  
SHS 230 Peering into the Human Brain (SG)

**From MCCC:**

None

**F) Cultural Diversity in the United States (C)**

**From ASU:**

**Approved for C designation, effective Fall 2018 (new):**

AIS 445 Principles of American Indian Leadership (new)

**Deny for C designation (new):**

FSH 204 Social Aspects of Fashion

Rationale: The purpose of this course is to introduce different ways of examining clothing and fashion. The syllabus mentions that the course studies how different cultures impact clothing and fashion, but does not clearly specify how it will contribute to an understanding of cultural diversity in the modern U.S. society (criteria 1). It also mentions that students will examine different cultural views of bodies, gender, and how racial, ethnic, economic, and religious identity are manifested in dress and fashion. However, it does not provide depth of coverage of these topics. Because specific cultures are not mentioned by the instructor, it is unclear how these weekly discussion topics can meet criteria 2. All topics mentioned in the week schedule list are general and there is no evidence of cultural context for the proposed weekly discussions. Finally, the final paper mentions that students will choose a current fashion topic and analyze the cultural factors behind it, but again, the depth of cultural coverage is unclear (criteria 2). It would have been helpful if the syllabus had included a more in-depth description of each weekly discussion topic. For instance, it is not clear how each topic will examine culture within the U.S. Furthermore, more detailed information by the instructor was needed on the final paper and how students will examine culture through fashion in this assignment. In summary, the course does not adequately address almost of the cultural diversity criteria. We recommended that the course be denied.

**From MCCCD:**

None

**G) Global Awareness (G)**

**From ASU:**

**Approved for G designation, effective Fall 2018 (new):**

ASB/POS/SBS 447 Citizenship, Nationalism, and Identity

ASM 450 Bioarchaeology

ENG 494 Literature and Human Rights

SLC 340 Approaches to International Cinema

TWC 435 Global Issues in Technical Communication

**Recommend to revise and resubmit for G designation (new):**

FSH 300 Global Fashion Industry

Rationale: This course seems to still take a largely US-based approach to understanding the fashion industry. Thus, while readings discuss what goes on in

other countries, it seems that the context for that discussion is the impact of pricing and consumer choice and behavior in the US. It is unclear to the reviewers that the comparative cultural study component in this course fulfills criteria 2.c.

For criteria 2.d., it discusses trading partners and their expertise, strength of the individual countries, and examines the “issue’s place within each culture”, but not “the effects of that issue on world cultures”. The focus is how this impacts the US fashion industry's business approach with respect to sustainability of the supply chain and global sourcing practices and not vice versa.

The course covers the 12 chapters of the book *Going Global: The Textile and Apparel Industry* by Kunz, Karpova, & Garner (2016) and most likely uses their chapter quizzes. It might be helpful to see the guidelines for the group presentations and more details on how these issues are explored from a non-US perspective.

**From MCCCD:**

None

**H) Historical Awareness (H)**

**From ASU:**

**Approved for H designation, effective Fall 2018 (new):**

AIS 445 Principles of American Indian Leadership  
HST 319 History of Aviation

**Recommend to revise and resubmit for H designation (new):**

ASM 450 Bioarchaeology

**Rationale:** The learning outcomes and modules in this course seem to be focused primarily on methods. The committee recognizes that the discipline of bioarchaeology allows for historical analysis to occur using methods beyond the study of written texts, however, the current assignments in the course seem to be geared toward assessing methods and ethics, rather than engaging more systematically with the historical case studies included. Currently, these case studies seem to be incidental and not central to the goals of the course. The committee would like to see more evidence that the course offers a disciplined, systematic examination of human institutions as they change over time.

## ENG 494 Literature and Human Rights

Rationale: This course incorporates several disparate examples of historical events/institutions, but studying them under the common umbrella of human rights could have the cumulative effect of achieving the spirit of the H designation, which is to show how various events, decisions, and institutions have been shaped by a variety of factors and forms of human agency and reaction. However, it's not clear how history will be established within the context of the course, as the assignments do not seem particularly intended to foster historical awareness. While they involve documents that certainly belong to particular historical contexts, the assignments do not seem to assess the students' knowledge of the historical development of human rights discourse and institutions. The committee would like to see a greater emphasis on historical analysis embedded into the assignments for the course.

## MED 394 Healthcare and Humanities

Rationale: While various aspects of historical study are used to explain the development of healthcare in the U.S., it is not clear from the syllabus how the course traces human development or institutional change over time, aside from the Henrietta Laks book. There are no clear descriptions of what the assignments entail in terms of historical analysis, and the applicant needs to clarify from what sources the requisite historical context might be established.

### **Deny for H designation (new):**

## APH 461 Charles + Ray Eames

Rationale: The H designation restricts courses that are exclusively the history of a field of study, and this course, which covers the history of the works of a particular design team within the field of architecture, falls under that exclusionary rule. Additionally, the course does not meet criteria #2 or #3. The historical information in the course is primarily biographical and/or intermittent and anecdotal. The syllabus does not place the different weekly themes into any kind of broader historical context, and the assignments that focus on interviewing current designers do not seem consistent with the requirement of a disciplined, systematic examination of human institutions as they change over time.

## SCN 401 Sustainability Science, Technology, and Society

**Rationale:** It seems that the intent of the course is to encourage students to think critically about advocacy and policy-making as opposed to developing a sustained study of the past. The course does not look at a past society's sustainability nor a history of the policy movement. The modules promise historical case studies but the sources used are difficult to assess, and the nature of students' examinations of these examples is not clear. Finally, the assignments seem to be policy-focused and do not require historical analysis nor test students' knowledge of historical development.

### **From MCCC:**

None

## **6. Adjournment**

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie